

Bulletin of  
Mississippi Southern  
College

---

VOLUME 36

JULY, 1948

NUMBER 1

---

The Graduate Division



Announcements for 1948-49

---

Published by  
MISSISSIPPI SOUTHERN COLLEGE  
HATTIESBURG, MISSISSIPPI



# **BULLETIN OF MISSISSIPPI SOUTHERN**

---

## **The GRADUATE DIVISION**

---

**JULY, 1948**

**Published by  
MISSISSIPPI SOUTHERN COLLEGE  
HATTIESBURG, MISSISSIPPI**

---

---

Published by the Mississippi Southern College, Hattiesburg,  
Mississippi. Entered as second-class matter February 19, 1917,  
at the Post Office at Hattiesburg, Mississippi, under  
Act of August 24, 1912.

## TABLE OF CONTENTS

---

Board of Trustees.....	3
Officers of Administration.....	10
Academic Calendar .....	4-6
Faculty .....	7-10
Graduate Assistants .....	10
General Information .....	11
Purposes and Objectives .....	11
Admission to Graduate Division .....	11-12
Requirements for a Master's Degree.....	12
General Requirements and Other Pertinent Information.....	12-14
Music .....	14
Scholarships .....	18
Expenses .....	18-19
Courses of Study .....	21-37
Register for 1947-1948.....	38-40

**BOARD OF TRUSTEES****Of the Institutions of Higher Learning, State of Mississippi**

---

With terms expiring May 7, 1956

J. OLIVER EMMERICH, Seventh Congressional District.....McComb  
R. N. HENLEY, First Congressional District.....Macon  
DR. H. M. IVY, State-at-Large.....Meridian  
MARTIN V. B. MILLER, President, Fifth Congressional District  
.....Meridian

---

With terms expiring May 7, 1952

MRS. HAZEL PERRY LEE, Fourth Congressional District.....Eupora  
H. G. CARPENTER, Third Congressional District.....Rolling Fork  
R. W. REED, Northern Supreme Court District.....Tupelo  
R. B. SMITH, JR., Second Congressional District.....Ripley

---

With terms expiring May 7, 1960

JOHN W. BACKSTROM, Sixth Congressional District.....Leakesville  
R. D. MORROW, State-at-Large.....Brandon  
REECE D. McLENDON, Southern Supreme Court District  
.....Poplarville  
MRS. JANIE RICE TAYLOR, Central Supreme Court District  
.....Jackson  
PAUL H. BOWDRE, LaBauve Trustee (DeSoto County).....Hernando

---

E. R. JOBE, Executive Secretary.....Jackson

Wednesday, Thursday, Friday, Saturday, March 9, 10, 11, 12—Winter Quarter examinations and records. Faculty reports must be in the Registrar's office and Graduate office by 4:00 P. M., March 14.

[illegible]



1949

## JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## SPRING QUARTER, 1948-1949

Sunday, March 1 to Sunday, March 8—Choir trip

Monday, March 14—Registration

Saturday, March 19—Application for degrees to be conferred May 30, must be in the Graduate Studies office not later than 12 Noon

Sunday to Thursday, April 10 to April 14—Religious Emphasis Week

Monday, April 25—Second term of the Spring Quarter begins

Saturday, May 7—Completed thesis is due in Graduate office not later than 12:00 Noon

Monday, May 16 thru Friday, May 20 — Oral examinations for Candidates for degrees to be conferred May 30.

Friday, Saturday, May 27, 28—Examinations for Candidates for Degrees to be conferred May 30.

Sunday, May 29—11:00 A. M.—Baccalaureate Sermon

Monday, May 30—10:00 A. M.—Class Day exercises  
8:00 P. M.—Graduation exercises

Wednesday, Thursday, Friday, and Saturday, June 1, 2, 3, and 4 —Spring Quarter examinations and records. Faculty reports must be in the Registrar's office and Graduate office by 4:00 P. M., June 6.

Saturday, June 4—Application for degrees to be conferred August 15, must be in the Graduate Studies office not later than 12 Noon.

**SUMMER QUARTER, 1948-1949**

Monday and Tuesday, June 6 and 7—Registration

Wednesday, June 8—All classes meet on regular schedule.

Friday, July 15—Mid-term.

Monday, July 18—Registration for second term of Summer Quarter.

Saturday, July 23—Completed thesis due in Graduate Office not later than 12:00 Noon.

Monday, August 1, thru Friday, August 5—Oral examinations for Candidates for degrees to be conferred August 15.

Friday, August 12—Examinations for Candidates for Degrees to be conferred August 15.

Saturday, August 13—Saturday Class examinations

Monday, August 15—8:00 P. M.—Graduation exercises

Tuesday and Wednesday, August 16 and 17—Examinations and records. August 16, final examinations. August 17, faculty reports must be in the Registrar's office and Graduate Studies offices by 4:00 P. M.

Class during second term of Summer Quarter meet five days per week



## FACULTY

- Robert Cecil Cook, B.S., M.A., Ed.D. .... President  
 B.S., Mississippi State College, 1924; M.A., Teachers College,  
 Columbia University, 1933; Ed.D., *ibid.*, 1942.
- O. B. Ader, A.B., A.M., Ph.D. .... Associate Professor of Mathematics  
 A.B., Duke University, 1926; A.M., *ibid.*, 1928; Ph.D., University of  
 Kentucky, 1937.
- Roy G. Bigelow, B.S. Ed., M.A., Ph.D. .... Head of Division of Education  
 and Psychology, Director of Workshops,  
 Professor of Education  
 B.S. Ed., Central Missouri State College, 1920; M.A., University of  
 Missouri, 1926; Ph.D., George Peabody College, 1939; independent  
 study in Business and Public Administration, 1940-41, guided by  
 Vanderbilt University.
- Willa Bolton, B.A., M.A. .... Professor Emeritus of Geography  
 A.B., Mississippi State College for Women, 1899; M.A., Columbia  
 University, 1922; graduate student, Clark University, 1931.
- Herman Boroughs, B.S., M.Ed., Ph.D. .... Assistant Professor of  
 Education and Supervisor of Practice  
 Teaching in the Field  
 B.S., Texas College of Arts and Industries, 1938; M.Ed., University of  
 Missouri, 1946; Ph.D., University of Missouri, 1948.
- J. Treadwell Davis, B.S., M.A., Ph.D. .... Assistant Professor of History  
 B.S., Memphis State, 1936; M.A., Vanderbilt, 1938; Ph.D., *ibid.*, 1948.
- C. C. Dawson, B.S., M.A. .... Acting Head of Div. of Commerce  
 Professor of Economics and Business Administration  
 B.S., University of Kentucky, 1927; M.A., George Peabody College,  
 1931; graduate student, George Peabody College, 1931, 1933; graduate  
 student, New York University, 1937, 1938; graduate student, Ohio  
 State University; graduate student, University of Kentucky, 1943,  
 1946, 1947.
- Pattie S. Dowell, B.S., M.S., Ed.D. .... Associate Professor of  
 Elementary Education  
 B.S., George Peabody College, 1927; M.S., North Carolina State of  
 University of North Carolina, Raleigh, N. C., 1930; Ed.D., New York  
 University, 1945; summer study at Columbia University.
- Porter Lee Fortune, Jr., A.B., M.A., Ph.D. .... Assistant Professor  
 of History  
 A.B., University of North Carolina, 1940; M.A., Emory University,  
 1946; Candidate for Ph.D., North Carolina University, 1948.
- Thomas H. Freeny, B.S., M.A. .... Professor of Psychology  
 B.S., Mississippi College, 1900; M.A., *ibid.*, 1901; M.A., George  
 Peabody College, 1928; graduate student, summer quarter 1930, 1931,  
 1935.
- Edward Emerson Hall, B.Ed., M.S., Ph.D. .... Director of Extension  
 and School Service  
 Director of Placement Bureau  
 Professor of Geography  
 B.Ed., Southern Illinois Normal University, 1929; M.S., University  
 of Michigan, 1932; Ph.D., George Peabody College for Teachers,  
 1939; Postgraduate student, Furman University, 1941.

- Roy W. Hedges, B.M.E., M.M. Associate Professor of  
Theory Composition and Musicology  
B.M.E., University of Colorado, 1944; M.M., University of Rochester,  
Eastman School of Music, 1945; student in theory and composition of  
Bernard Rogers, Dr. Howard Hanson, Dr. Irvine McHose and Gustav  
Soderlund.
- Alma Hickman, B.A., Ph.B., M.A. Professor of English  
B.A., Mississippi State College for Women, 1912; Ph.B., University  
of Chicago, 1918; M.A., Columbia University, 1924; graduate student,  
University of Southern California, 19332; graduate student,  
University of Colorado, 1942.
- Joseph Huck, B.M., M.M. Associate Professor of Piano,  
Head of Piano Department  
B.M., American Conservatory, 1936; M.M., *ibid.*, 1940. Private piano  
tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter,  
Allen Spencer.
- Farley K. Hutchins, Mus.B., M.Sac. Mus. Associate Professor  
of Organ, Piano, and Musicology  
Mus.B., Lawrence College Conservatory of Music, 1940; M.Sac. Mus.,  
School of Sacred Music, Union Theological Seminary, New York,  
1946; Organ study with LaVahn Maesch, Dr. Clarence Dickinson  
and Carl Weinrich; student of Gladys Ives Bainard (Piano); Cyrus  
Daniel (Theory); T. Tertius Noble, Harold Freidel and Normand  
Lockwood (Composition). Former Minister of Music, Fort Wash-  
ington Presbyterian Church, New York City.
- James R. Johnson, B.S., LL.B., M.A., Ed.D. Assistant Director of  
Extension and Correspondence  
B.S., Kirksville State Teachers College, 1922; LL.B., American Ex-  
tension University, 1926; M.A., University of Missouri, 1926; Ed.D.,  
*ibid.*, 1940.
- Emily Peyton Jones, B.S., M.A. Professor Emeritus of Education  
B.S., George Peabody College, 1918; M.A., Teachers College,  
Columbia University, 1924; graduate student, 1936; University of  
Southern California, 1937.
- Norvin L. Landskov, B.A., M.A., Ph.D. Professor of Education  
Director of Student Teaching  
B.A., St. Olaf College, 1926; M.A., University of Minnesota, 1934;  
Ph.D., *ibid.*, 1946.
- R. G. Lowrey, B.S., M.A., Ph.D. Dean of Men  
Professor of Health Education  
B.S., Mississippi College, 1918; M.A., George Peabody College for  
Teachers, 1922; Ph.D., *ibid.*, 1927.
- Frank Earl Marsh, Jr., Mus.B., M.A. Head of Div. of Fine Arts  
Professor of Music  
Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse  
University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey,  
Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W.  
Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill  
Rogers.
- Clarence E. McCarver, A.B., M.A., Ed.D. Head of Division of  
Health and Physical Education  
Professor of Health and Physical Education  
A.B., Howard Payne College, 1931; M.A., George Washington  
University, 1934; Ed.D., University of Texas, 1942.
- James E. McKee, B.S. Ed., M.A. Asst. Professor of Education  
Director of Guidance Clinic  
B.S. Ed., Teachers College, Indiana, Penn., 1941; M.A. in Guidance,  
Teachers College of Columbia University, 1946; study toward Ph.D.,  
*ibid.*

- R. A. McLemore, B.A., M.A., Ph.D.-----Dean of College  
Professor of History  
B.A., Mississippi College, 1923; M.A., George Peabody College for  
Teachers, 1926; Ph.D., Vanderbilt University, 1933.
- John H. Napier, Jr., B.S., M.A., Ph.D.-----Visiting Professor of Education  
B.S., Mississippi State College, 1920; M.A., University of California,  
1925; Ph.D., Stanford University, 1927.
- Lloyd Patten, B.A., B.M., M.M.-----Associate Professor of  
Voice and Musicology  
Head of Voice Department  
B.A., University of New Mexico, 1939; B.M., Arthur Jordan Con-  
servatory, Butler University, 1942; M.M., *ibid.*, 1947. Artist student  
of Farrell Scott, Charles Hedley, and Joseph Lautner. Also attended  
the Voice Master's class under Florence Hinman Lamont, Lamont  
School of Music.
- Roy A. Pulliam, B.S., M.A.-----Head of the Elementary Education  
Department, Professor of Education,  
and Director of the Reading Clinic  
B.S., Union University, Jackson, Tenn., 1932; George Peabody College,  
1939; graduate student, George Peabody College, 1942-43.
- Samuel T. Robbins, B.S., M.A. Ed.D.-----Assistant Professor of  
Physical Education  
Diploma Savage School of Physical Education, 1925; B.S., New York  
University, 1942; M.A., *ibid.*, 1943; Ed.D., *ibid.*, 1947 (Pending  
oral examination).
- Anna M. Roberts, B.A., M.A., B.S. in L.S.-----Librarian  
Professor of Library Science  
B.A., Vanderbilt University, 1920; M.A., Vanderbilt University, 1922;  
B.S. in L.S., University of Illinois Library School, 1933; graduate  
student University of Chicago Graduate Library School, 1938.
- Gilbert T. Saetre, B.S. Mus.Ed., M.A. Mus.Ed.-----Associate Professor  
of Wind Instruments and  
Instrumental Music Education  
Director of the College Band  
B.S. Mus.Ed., New York University, 1930; M.A. Mus.Ed., *ibid.*, 1940;  
graduate study in higher education, *ibid.*, 1945.
- Hubert A. Shands, A.B., A.M., Ph.D.-----Professor Emeritus of  
Language and Literature  
A.B., University of Mississippi, 1890; A.M., *ibid.*, 1891; Ph.D. *ibid.*,  
1893; Ph.D., University of Halle-Wittenberg, Germany, 1902.
- Wilbur W. Stout, B.A. M.A., Ph.D.-----Head of Div. of Language  
and Literature, Professor of English  
B.A., University of North Carolina, 1921; M.A., *ibid.*, 1922; Ph.D.,  
*ibid.*, 1926
- William Herbert Sumrall, B.S., B.A., M.A., Ph.D.  
-----Dean of Graduate Studies  
Professor of Psychology  
B.S., Clarke College, 1915; B.A., Mississippi College, 1924; M.A.,  
*ibid.*, 1925; Ph.D., Indiana University, 1929.
- Hewitt B. Vinnedge, A.B., A.M., B.D., S.T.M., Ph.D.  
-----Professor of History and Religious Education  
A. B., Miami University, 1921; A.M., University of Chicago, 1922;  
B.D., Nashotah House Seminary, 1933; S. T. M., *ibid.*, 1942; Ph.D.,  
Marquette University, 1928.

J. F. Walker, B.A., M.S., Ph.D. .... Head of Div. of Biological Sciences  
 Professor of Biology  
 B.A., University of Mississippi, 1927; M.S., *ibid.*, 1931; Ph.D.,  
 State University of Iowa, 1935.

Leon A. Wilber, B.A., M.A., Ph.D. .... Professor of Social Studies  
 Head of Social Studies Division  
 B.A., University of Michigan, 1927; M.A., *ibid.*, 1929; Ph.D., *ibid.*,  
 1939.

## GRADUATE ASSISTANTS

Fred L. Brooks ..... Education  
 Lester C. Hatcher ..... Mathematics  
 Charles H. Keys ..... Mathematics  
 O. L. Ladnier ..... Education  
 Elizabeth B. Moore ..... Biological Sciences  
 Madelon M. Schwartz ..... Language and Literature  
 Eric L. Thurston ..... Social Studies  
 Bertha L. Walley ..... Reading Clinic

## ADMINISTRATIVE OFFICERS

R. C. Cook, B.S., M.A., Ed.D. ....  
 President and Director of Summer Quarter  
 R. A. McLemore, B.A., M.A., Ph.D. .... Dean of the College  
 Mary Pulley, B.S. .... Registrar  
 C. O. Smalling, B.S. .... Financial Secretary  
 Lena Y. Gough, B.S., M.A. .... Dean of Women  
 Roswell G. Lowrey, B.S., M.A., Ph.D. .... Dean of Men  
 Anna M. Roberts, B.A., M.A., B.S. in L.S. .... Librarian  
 Oscar N. Darby, B.S., M.A. .... Alumni Secretary

## HEADS OF DIVISIONS

J. Fred Walker, B.A., M.A., Ph.D. .... Biological Science  
 Clarence C. Dawson, B.S., M.A. ....  
 Acting Head of Commerce and Business  
 Roy G. Bigelow, B.S., M.A., Ph.D. .... Education and Practice Teaching  
 Clarence E. McCarver, A.B., M.A., Ed.D. ....  
 Health and Physical Education  
 Wilbur W. Stout, B.A., M.A., Ph.D. .... Language and Literature  
 Frank E. Marsh, Jr., Mus.B., M.A. .... Music and Fine Arts  
 Leon A. Wilbur, B.A., M.A., Ph.D. .... Head of Social Studies  
 Emerson E. Hall, B.Ed., M.S., Ph.D. .... Extension and School Service  
 William H. Sumrall, B.A., M.A., Ph.D. .... Graduate Studies



## THE GRADUATE DIVISION

### GENERAL INFORMATION

Mississippi Southern College was granted permission to organize a Division of Graduate Studies by the Board of Trustees of Institutions of Higher Learning on May 26, 1947. The Master's degree will be conferred on those meeting the requirements in the field of Education, with emphasis in five particular fields: School Administration and Supervision, Secondary Education, Elementary Education, Health and Physical Education, and Music.

### PURPOSE AND OBJECTIVES

One of the primary functions of Mississippi Southern College is to prepare teachers, supervisors, and administrators for all branches of public school service. The graduate curriculum is intended to meet the needs of teachers in the elementary and secondary schools as well as to provide an organized program of training for school administrators and supervisors.

The student who pursues graduate work broadens his professional outlook and academic knowledge, receives additional professional training, and familiarizes himself with techniques of research. The student must manifest ability to collect and evaluate data and must be able to see the implications of his conclusions in relation to other fields of human interest and study.

The Master's degree in Education will be regarded primarily as an extension and broadening of the professional education received on the undergraduate level with particular emphasis upon the fields of study in which the student is interested. The goal sought is the improvement of classroom instruction and/or school administration and supervision.

The ultimate aim is the fusion of the professional and subject-matter training of maximum benefit to the particular student.

### ADMISSION TO GRADUATE DIVISION

Students who are graduates of a Teachers College, a Liberal Arts College, or a University, provided the particular institution is approved by a recognized accrediting agency, may be admitted for graduate work. Two official transcripts of the undergraduate record must be filed: one with the Dean of Graduate Studies and one with the Registrar before admission to the Graduate Division. A quality point average of 1.5 or better must have been attained in the undergraduate courses. Also, the Graduate Record Examination may serve as one of the conditions for admission to the Graduate Division.

Admission to the Graduate Division does not imply admission to candidacy for a degree. In order to become a candidate for a degree, the student must file application in duplicate to the Dean of Graduate Studies at least one full quarter after admission to the Graduate Division.

The student, in order to be eligible for admission to candidacy for a Master's degree must have completed at least a full quarter's

work or the equivalent with a satisfactory quality rating, and be recommended by the Head of the Division in which he expects to do his graduate work. The graduate committee will pass on all applications of candidates for graduate degrees. It may, however, delegate that authority to a sub-committee if it prefers.

Students may wish to pursue graduate work for at least three reasons, namely; (1) To gain knowledge in an area for its own sake, i.e., for the pleasure that comes as a result of mastery of materials; (2) in order to prepare for more advanced work in some area of knowledge, and; (3) in order to prepare to do a better job in teaching or administering and supervising the public schools and junior colleges of our section.

### **REQUIREMENTS FOR A MASTER'S DEGREE**

The student may have a choice of either Plan I or Plan II as outlined below.

#### **PLAN I**

Candidates for the Master's degree under Plan I are required to do a minimum of 36 weeks (three quarters) of graduate work in residence study at Mississippi Southern College and earn a minimum of 48 quarter hours including a thesis. The amount of credit for the thesis will be determined by the student's advisory committee and may vary in value from 4 to 8 quarter hours. This curriculum is intended for those who plan to do further study toward a higher degree. The candidate will be required to participate successfully in seminar courses that will give him an acquaintance with the methods of research and an appreciation of the place and function of scientific investigation in his field. Fourteen quarter hours will be considered the maximum load that any student may take. Less than full residence is computed by the ratio of course hours actually taken in this normal load. Ten or eleven quarter hours, therefore, would be considered  $\frac{3}{4}$  of a full quarter's residence, etc. Work taken in excess of the full load of 14 quarter hours will not reduce the student's residence requirement.

#### **PLAN II**

Candidates for the Master's degree under Plan II, normally are required to do 48 weeks (four quarters) of work in residence study and to earn a minimum of 48 quarter hours of credit, of which 3 quarters must be in residence at Mississippi Southern. A thesis is not required. The candidate will be required to participate successfully in graduate seminar work that will give him an acquaintance with the methods of research and an appreciation of the place and function of scientific investigation in his field.

### **GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION**

1. Candidates for the Master's degree must comply with the following regulations in addition to the foregoing requirements:
  - a. Hold a bachelors degree from an accredited institution and satisfy all undergraduate requirements in the institution.



- b. Application for graduate work should be made to the Dean of Graduate Studies. If not a graduate of Mississippi Southern College, two official transcripts must be filed: one with the Dean of Graduate Studies, and one with the Registrar, before registering. The complete record of the student includes the high school record, junior college record (if any), as well as the senior college transcript.
  - c. If the student has done graduate work elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the Dean of Graduate Studies and the Registrar with official transcripts of his work.
  - d. The student must supply the Dean of Graduate Studies with a program of his studies after he and his Advisory Committee have outlined his work.
  - e. The student who is a candidate for a Master's degree must file his application for the degree with the Dean of Graduate Studies not later than ten weeks before it is to be conferred.
  - f. If a thesis is submitted as partial fulfillment for the requirement for a degree, it must be presented to the Dean of Graduate Studies by the Chairman of the student's Advisory Committee at least three weeks before the degree is to be conferred. A small fee for binding the thesis will be charged. (From \$2.00 to \$3.00).
  - g. The student's Advisory Committee will pass on the final acceptance or rejection of the thesis.
  - h. Two copies of the thesis must be furnished the Dean of Graduate Studies. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.
  - i. The thesis must show independent thinking, original investigation, mastery of subject-matter and ability to do research in the field of major interest.
2. No regular faculty member of Mississippi Southern College may take an advanced degree in this institution, but should take work elsewhere.
  3. Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergraduate minor, or its equivalent, shall be required as a basis for graduate work in other fields than the major.
  4. Work taken more than seven years before the date at which the Master's degree is expected may not be used to count for credit toward that degree.
  5. Undergraduates in this institution who plan to undertake graduate study, and who have fulfilled all requirements for the bachelor's degree except one or two courses, may be allowed to enroll in certain courses with the idea of later obtaining graduate credit, provided the student is not registered in more than two

courses, and provided notice is given the Dean of Graduate Studies of the student's purpose. In such an arrangement, the Dean of Graduate Studies will inform the instructor that work of a graduate nature will be expected of the student. Credit will not be allowed for such work unless the instructor certifies that the work was of distinctly graduate nature.

6. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the College, will be expected to take more than one year to complete the work for a Master's degree.
7. A minimum of half the student's work must be in distinctly graduate courses. Graduate students, however, may elect to take some undergraduate courses provided they need the work, and provided the Graduate Committee passes favorably on such courses. Graduate students, however, must do extra work in such undergraduate courses, such as term papers, research, etc., as may be directed by the professor in charge.
8. An average of "B" or better and no grade below "C" is required. From 12 to 16 quarter hours in other fields may be taken except in case of majors in School Administration and Supervision and Elementary Education. In these fields the total number of hours may be taken (optional with the student) in the major field of study.
9. Graduate credit from other accredited institutions is acceptable for as much as 9 quarter hours, provided it is in the chosen field or fields of the student's work.
10. A committee of three, appointed by the Dean of Graduate Studies, will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.
11. In addition to the regular course examinations a final comprehensive oral or written examination or both, may be required of all candidates for the Master's degree. The candidate will be examined on his major subject and his thesis, if he pursues Plan One; or his field or fields of concentration if he pursues Plan Two. The oral examination will be conducted by a committee appointed by the Dean of Graduate Studies. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.

## MUSIC

### GENERAL INFORMATION

As a result of the increased demand for more than undergraduate training in all lines of the music profession, The Division of Fine Arts is establishing a graduate division to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The Division, however, treats each case individually, and although the courses outlined will serve as a general guide, the student has some choice in determining his or her course.

---

### PHYSICAL EQUIPMENT

Graduate students share with the undergraduate music students the use of the new temporary music hall, a large modern frame building devoted entirely to musical purposes, housing fifteen teaching studios, twenty-four practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and listening room with large record library.

The splendid Frazee three-manual pipe organ in the auditorium is regularly used for lessons and practice by advanced organ students, and two new Moeller, two-manual organs, in individual rooms, supplement the practice facilities. A large number of brass, wood-wind, percussion and string instruments which are being added to from year to year facilitate the work of instrumental study classes and of the college concert organizations.

### CURRICULA

Three options are available to the graduate student in the selection of a program of studies, the choice being his own, subject to approval of his qualifications for the particular course by the graduate committee. A theory placement examination will be given each applicant who seeks admission to the graduate division.

Course I (Performance) may be elected upon recommendation of the applied music professor and satisfactory audition before the graduate committee and the faculty of the department involved. Qualification for this curriculum presupposes a level of performance well above that of the average senior major in the applied music field, and the requirements as to technical facility and repertoire follow the stipulations of the graduate commission of the National Association of Schools of Music. In addition to the performance of a recital, the candidate is expected to appear credibly in a major work with the Little Symphony Orchestra.

Course II (Theory) is organized to give the student a pedagogy for the teaching of theory, and also to give him further opportunity to develop his own skills in the manipulation of the materials of music. Theoretical investigation, culminating in the writing of a thesis, will be done in the field of pure theory and must display evidence of musical scholarship.

Course III (Music Education) is designed to serve teachers of music in branches of activity, whether in the public schools, private studio or collegiate music school. In addition to sound musicianship, the candidate in Course III must demonstrate musical scholarship of high order, such as will find expression in the preparation of a worthwhile thesis. Persons desiring to prepare for administration work in music, such as general or instrumental supervision of music education in the public schools of Mississippi are encouraged to elect this course.

### REQUIREMENTS FOR THE DEGREE OF MASTER OF MUSIC

The degree Master of Music is conferred at the recommendation

of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-eight quarter hours of graduate study with a major in Piano, Organ, Voice, or Theory. The following distribution of credits is required:

- (a) For a major in Applied Music (Piano, Organ, or Voice)

Applied Music	
Major .....	12 quarter hrs.
Minor .....	3 quarter hrs.
Music Literature 527, 528, 529 .....	12 quarter hrs.
Analytical Technic 521, 522, 523 .....	6 quarter hrs.
Thesis and Recital .....	12 quarter hrs.
Elective .....	3 quarter hrs.

- (b) For a Theory Major:

Applied Music (Piano) .....	3 quarter hrs.
Pedagogy of Theory 524, 525, 526 .....	6 quarter hrs.
Analytical Technic 521, 522, 523 .....	6 quarter hrs.
Advanced Counterpoint (197, 198, 199) .....	6 quarter hrs.
Advanced Composition (200, 201, 202) .....	6 quarter hrs.
Advanced Orchestration (203, 204, 205) .....	6 quarter hrs.
Thesis and an arrangement for Symphonic Band or Orchestra .....	12 quarter hrs.
Elective .....	3 quarter hrs.

### MASTER OF MUSIC EDUCATION

The degree of Master of Music Education is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-eight quarter hours of graduate study with a major in Music Education.
2. The following distribution of credits is required:

Applied Music .....	3 quarter hrs.
Music Education 533, 534, 535 .....	6 quarter hrs.
Music Education 530, 531, 532 .....	6 quarter hrs.
General Education .....	12 quarter hrs.
Elective .....	3 quarter hrs.

Theory course selected from the following:

Advanced Counterpoint (197, 198, 199) .....	6 quarter hrs.
Composition 164, 165, 166 .....	6 quarter hrs.
Advanced Orchestration (203, 204, 205) .....	6 quarter hrs.
Analytical Technic 521, 522, 523 .....	6 quarter hrs.
Conducting (Required without credit unless previously studied)	
Thesis .....	12 quarter hrs.

All students must pass an oral and written examination in the field in which they are taking their degree.

The candidate must have spent at least one academic year (three quarters, three summer quarters, of twelve weeks each) in residence



in Mississippi Southern College, Division of Fine Arts. Applied music study is required throughout the year of graduate study.

### REGULATIONS

**ADMISSION REQUIREMENTS:** Admission to graduate study in the Division of Fine Arts (Music) will be granted at the discretion of the graduate committee under the following conditions.

1. The candidate must have graduated from an accredited institution with the degree of Bachelor of Music or Bachelor of Science with music as a major or an equivalent degree.
2. He must present undergraduate credit of not less than 180 quarter hours.
3. The average grade of his undergraduate scholarship must have been not less than C, the average of his major subject not less than B. Only work of a grade of B or above will be accepted for graduate credit.
4. He must take a theory placement examination.

**TESTS AND AUDITIONS:** A testing program, for advising purposes, is one of the functions of the graduate division. The tests are given during the first week of the fall quarter and the first week of the summer quarter (for summer session students only) and are required of all graduate music students. Auditions for applied majors are given at the same time. Approval of the Graduate Faculty in Music must first be obtained before a student may major in an applied field.

**DEFICIENCIES:** The College shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits accumulated and shall recommend means whereby such deficiency may be removed.

**CANDIDACY FOR A DEGREE:** Admission to study in the graduate division does not imply acceptance to candidacy for a degree. In order to become an actual candidate for the Master of Music degree or Master of Music Education degree, the student must meet the requirements of the approved list at least one quarter before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses (at least "B"), and (2) presenting a brief outline for the treatment of the thesis topic. Upon the completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

### RESIDENCE REQUIREMENTS

The minimum residence requirements is one academic year or a minimum of three summer sessions of twelve weeks each. This statement presupposes the completion of at least 48 quarter hours work. Some students can complete the requirements for the Master's degree in one year. It is not unusual for graduate students to include a summer session of an additional year for the degree.

**TIME LIMIT:** A student should complete his Master's work

within five consecutive years from the date of initial enrollment. If he exceeds this time limit he may be required to take additional qualifying examinations or an additional amount of course work or both. In addition he must also petition the graduate music committee for an extension of time, giving reasons for the request and submitting plans for the completion of his work.

**ENSEMBLE:** All resident graduate students shall attend recitals and be enrolled in the Hattiesburg Choral Union, Little Symphony or College Concert Band.

## SCHOLARSHIPS AND FELLOWSHIPS

A limited number of scholarships and fellowships are available. Holders of scholarships will not be asked to do any service for the college, but holders of fellowships will be asked to do a limited amount of work for the college. The Dean of Graduate Studies will assign such work and determine the amount of time expected of each student. The stipends for the scholarship are fixed at \$150.00 per regular scholastic year and that of the fellowship at \$375 per regular scholastic year.

## EXPENSES

A registration fee of \$10.00 is required of all graduate students as a matriculation fee in the Graduate Division. This fee is paid once, and only once, by the student during his period of residence as a graduate student at Mississippi Southern College. This fee is not refundable.

The charges for work in the Graduate Division will be as follows:

Quarter	Hours	Charge
12-14	(Full load)	\$42.00
9-11	( $\frac{3}{4}$ load)	\$35.00
6-8	( $\frac{1}{2}$ load)	\$25.00
1-5	( $\frac{1}{4}$ load)	\$15.00
Room	_____	\$ 18.00 per quarter
Board	_____	69.00 per quarter
*Laundry (See note below)	_____	12.24 per quarter

## VETERANS

Fees paid by use of G. I. Bill of Rights

Books, Supplies and Laboratory fees paid by use of G. I. Bill of Rights

Room, Board and Laundry:

Payable at beginning of quarter, on entrance.....\$49.62

Payable at beginning of second half of quarter..... 49.62

\*Laundry service is optional with the student. This amount may be deducted from total fees if student can have laundry done at home.



**SPECIAL REFUND POLICY FOR VETERANS ONLY****Non-Resident (Out-of-State) Tuition**

Period of Veterans Actual	Length of Regular Quarter: 12 Weeks
Attendance in Institution	Length of Summer Quarter: 10 Weeks
From Date of Enrollment	Percent of Non-resident (Out-of-State)
	Tuition Fees to be Charged:

	Regular Quarter	Summer Quarter
One Week or Less .....	20%	25%
Between one and two weeks.....	40	50
Between two and three weeks.....	60	75
Between three and four weeks.....	80	100
Between four and five weeks.....	100	100
Over five weeks .....	100	100

**All Charges Other Than Non-Resident (Out-of-State) Tuition**

Period of Veterans Actual	Length of Regular Quarter: 12 Weeks
Attendance in Institution	Length of Summer Quarter: 10 Weeks
From Date of Enrollment	Percent of Fees to be charged other
	than Non-Resident (Out-of-State) Tui-
	tion or Fee:

	Regular Quarter	Summer Quarter
Three days or less .....	0	0
Four days to one week.....	20%	25%
Between one and two weeks.....	40	50
Between two and three weeks.....	50	50
Between three and four weeks.....	50	50
Between four and five weeks.....	50	50
Between five and six weeks.....	50	100
Over six weeks .....	100	100

**LABORATORY AND COURSE FEES PER QUARTER**

Biology—142, 143, 144 .....\$ 3.50

**Music:****Piano, Organ, Voice:**

2 private lessons per week, per quarter.....\$ 32.00

1 private lesson per week, per quarter..... 16.00

**Strings, Woodwinds, Brasses:**

2 private lessons per week, per quarter.....\$ 30.00

1 private lesson per week, per quarter..... 15.00

**Theoretical Subjects:**

2 private lessons per week, per quarter.....\$ 30.00

1 private lesson per week, per quarter..... 15.00

Theoretical Courses, per quarter hour..... 2.50

521, 522, 523, 524, 525, 526

Music Education Courses, per quarter hour..... 2.50

527, 528, 529, 530, 531, 532, 533, 534, 535

History of Music, 536, 537, 538..... 1.50

Practice 1 hour daily, per quarter.....	3.00
Each additional hour daily, per quarter.....	1.00
Organ rental for 1 hour daily, per quarter.....	12.00
Each additional hour daily, per quarter.....	3.00
Orchestral and Band Instrument rental, per quarter.....	6.00
(The College owns several string, brass and woodwind instruments that are available to students for practice at special fee stated above.)	
Should any class not materialize, students will be advised to take the course privately at special fees stated above.	
Out of State Tuition.....	66.66
Late Registration fee.....	2.00
Each transcript of credits after the first.....	1.00
The Southerner.....	6.00
Graduation fee.....	6.00
Rental on cap and gown.....	4.25
Special Examination Fee.....	1.00
Change of Schedule.....	1.00

### BUSINESS REGULATIONS

Announcements concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw three days after date of registration all fees will be refunded. (Except Registration fee.)

Should a student withdraw for any reason prior to mid-term of any quarter fifty (50%) per cent of Incidental Fee will be refunded and pro rata percentage of board and laundry fees will be refunded.

Should a student withdraw after mid-term of any quarter under no circumstances will any part of Incidental Fee be refunded, but a pro rata percentage of board and laundry fees will be refunded.

Special or Laboratory Fees will not be refunded under any circumstances after a student has been in attendance for three days.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged per meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the Secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.

---

**FOUNDATION COURSES****(For all Graduate Students)****500—Educational Research. Two Hours.**

A self-directed course in some of the techniques of educational research. Library card catalogue, searching for headings, reference books of value to educators, the Education Index, professional periodicals, NEA publications, U. S. Office of Education publications, making a bibliography, evaluation of books, and many other topics are covered in this course. Required of all graduate students.

**502—Organization and Administration of Public Education. Two Hours.**

This is a background course in the structure and administration of education on a national, state, county, and local basis. This course is designed to give fundamental principles and general survey of the field of Educational Administration to teachers, principals, and administrators. Required of all graduate students.

**504—Foundations in American Education. Two Hours.**

This brief survey of the philosophies, psychologies, and the basic history of American Education is intended to give the student a fundamental understanding of more specialized courses in these three educational fields. Required of all graduate students.

**506—Fundamentals of Guidance. Two Hours.**

A brief survey of vocational and educational guidance practices is given in this course. It is intended to give teachers and administrators a fundamental understanding of the role of guidance in our public school programs. It is an introduction to other guidance courses available and is required of all graduate students.

**ADMINISTRATION OF SCHOOLS****508—Modern Curriculum Theory and Practice. Four Hours.**

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development and procedures are evaluated in terms of these implications. Special attention will be put on local needs as determiners of curricular offerings, and students will be encouraged to work out practical problems in the local schools.

**516—The School Principal. Four Hours.**

This course is intended to treat the work of the principal in rural schools and in small and medium-sized urban schools. Consideration is given to managerial problems; the daily schedule; problems of attendance, discipline, health and records; organization of office work; supplies and equipment; curricular and extra-curricular activities; staff selection; the professional preparation and status of the principal, and the principal's relationship to his school, teachers and community.

**520—Local School Administration. Four Hours.**

A course particularly designed for the local school superintendent (city, county, town or consolidated district). The course deals with

the various internal and external problems of the school superintendent, but particularly with the legal, financial and school plant problems of the local school system.

**522—Organization and Administration of Pupil Guidance. Four Hours.**

The course stresses the administrative relationships involved in instituting and maintaining guidance programs in the public school, institutions of higher learning, and other social agencies. It is primarily a course for superintendents, principals, teachers, counsellors and others who have the responsibility of guidance in the public schools. The course deals with principles and techniques for the formulation and evaluation of a complete guidance program including inventories, counseling, placement and follow-up. Prerequisite: Education 506.

**526—Supervision of Instruction. Four Hours.**

A practical course in supervision from the standpoint of the elementary or high-school principal, supervisor or superintendent. The course deals with principles, nature and procedures in supervision. Emphasis is put on growth of teachers in service.

**568—School Finance, Business Affairs, and School Property. Four Hours.**

Topics to be studied: public support of education; federal aid; distribution of school funds; equalizing opportunities to children; financial accounting; records and reports, budget making; school costs; transportation; insurance; management of equipment and supplies; indebtedness; landscaping and beautification of grounds; operation and management and maintenance of school property; good house-keeping.

**570—Problems Relating To Education in Rural Areas. Four Hours.**

The following problems will be studied: Aims and functions of the school in relation to the community; school law; location and planning of buildings; transportation; selection of teachers; salaries, tenure; supervision; in-service education; classification of pupils; records and reports; the junior high school; the curriculum; student activities; publicity; the Parent-Teacher Association; and other problems related primarily to rural areas.

See also these courses listed under other headings: 116, 510, 512, 514, 532, 534, 540, 572, 574, 576, 578, 590, 592.

## SCHOOL ADMINISTRATION AND SUPERVISION MAJORS COURSE PATTERN

### CORE COURSES

EDUCATION 500—Educational Research. Two Hours.

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 504—Foundations in American Education. Two Hours.

EDUCATION 506—Fundamentals of Guidance. Two Hours.

**TOTAL—8 Hours.**



**CURRICULUM PRESCRIPTIONS**

EDUCATION 512—Statistical Methods. Two Hours.

EDUCATION 514A—Methods of Education Research. Two Hours.

EDUCATION 514B—Seminar (Thesis Writing). Two Hours.

EDUCATION 516—The School Principal. Four Hours.

EDUCATION 526—Supervision of Instruction. Four Hours.

EDUCATION 568—School Finance, Business Affairs, and School Property. Four Hours.

EDUCATION 570—Problems Relating to Education in Rural Areas. Four Hours.

TOTAL—20 or 22 Hours.

FREE ELECTIVES—20 or 18 Hours.

Specific courses highly recommended:

EDUCATION 508—Modern Curriculum Theory and Practice. Four Hours.

EDUCATION 510—Advanced Educational Psychology. Four Hours.

EDUCATION 522—Organization and Administration of Pupil Guidance. Four Hours.

48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

**SECONDARY EDUCATION**

508—Modern Curriculum Theory and Practice. Four Hours.

See course description under Administration of Schools.

510—Advanced Educational Psychology. Four Hours.

This course is designed primarily for the graduate student who wishes to broaden his knowledge in the field of psychology of learning. A resume of the general principles as given in a beginning course in Educational Psychology will be given; graduate students, however, will be expected to do advanced work in the field and to conduct certain individual experiments and participate in group experiments in which controlled studies are made of the learning activities of the individual and of the group.

512—Statistical Methods. Two Hours.

Statistical data found in periodicals and various research studies will be dealt with in this course. Laboratory experience will be afforded in measures of central tendency, dispersion and correlation, and in graphic representation. (Seniors with 24 or more quarter hours in Education with a quality rating of 1.5 points may be admitted to this course upon recommendation of the instructor).

514 A. B.—Methods of Education Research. Two hours each.

A course in the methods and techniques used in Educational Research. All candidates for a degree in School Administration must take this course and submit a written report at end of course evidencing familiarity with the tools of research.

**572—Occupational Information in Guidance. Four Hours.**

This course emphasizes the vocational aspects of guidance. It presents briefly the need, origin, philosophy and present practices of vocational guidance. It is designed to provide the teacher and administrator with the sources and content of occupation information, with the techniques for evaluation of the information, and with successful methods of disseminating occupational and training information. Units on occupational surveys and the structure and uses of Dictionary of Occupational Titles are included. Prerequisite Education 506.

**590—Methods and Techniques of Counseling. Four Hours.**

This course is designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing. It will include a resume both old and new methods and techniques used in counseling such as the directive and non-directive methods, the counseling relationship, a brief survey of diagnostic and remedial techniques used for dealing with the problems of the individual, and other topics such as preparation for the interview, recording the interview, and the follow-up. Prerequisite, Education 506.

**592—Use and Interpretations of Tests in Guidance. Four Hours.**

This course is designed to provide the counselor with the means of securing, recording, and using data concerning the individual being counseled in the guidance program. Selection, administration, and interpretation of tests, inventories, rating scales, and other techniques for guidance purposes will be stressed. Practical experience will be given in using tests of intelligence, achievements and aptitudes, personality and interest inventories, and other devices for measurement. Prerequisite, Education 506.

**594—Advanced Guidance Research Seminar. Four Hours.**

(Note: The courses in guidance, Ed. 136, 506, 522, 572, 590, 592 and 594, are being offered to meet the minimum state requirements for those desiring to become counselors.)

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**139—Social Psychology. Four Hours.**

Prerequisite: Psychology 65.

In this course man will be considered in his social inclinations and relationships—his reactions to and his influence upon others. The following questions will be studied: Customs, social interactions, crowd behavior, propaganda, etc.

**162—Curriculum of The Secondary Schools. Two Hours.**

The nature of the curriculum as determined by actual human needs, purposes and interest of children; survey of current courses of study; principles by which curricula are constantly revised.

**169—Tests and Measurements. Four Hours.**

A study of certain typical standardized intelligence results, the organization and the use of informal objective tests, diagnosis and remedial measures. Laboratory work in Demonstration School.

**185—Student Teaching in the High School. Five Hours.**

Prerequisites: The completion of 120 hours of college work in-



cluding Education 20, 113, Psychology 119, and methods course in the student's major field.

**188—Experimental Educational Psychology.** Four Hours.

Prerequisites: Psychology 65 and 119.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means, through actual practice, of conducting such investigations.

See also these courses listed under other headings: 116, 516, 522, 526, 532, 540, 542, 570.

## SECONDARY EDUCATION MAJORS COURSE PATTERN

### COURE COURSES

EDUCATION 500—Educational Research. Two Hours.

EDUCATION 502—Organization and Administration of Public Education. Two Hours.

EDUCATION 504—Foundations in American Education. Two Hours.

EDUCATION 506—Fundamentals of Guidance. Two Hours.

TOTAL—8 Hours.

### CURRICULUM PRESCRIPTIONS

EDUCATION 508—Modern Curriculum Theory and Practice. Four Hours.

EDUCATION 510—Advanced Educational Psychology. Four Hours.

EDUCATION 512—Statistical Methods. Two Hours.

EDUCATION 514A—Methods of Education Research. Two Hours.

EDUCATION 514B—Seminar (Thesis Writing). Two Hours.

TOTAL—12 or 14 Hours.

FREE ELECTIVES—26 or 28 Hours.

The Free Electives may be chosen from a subject-matter field to the extent of a minor, or may include other professional courses, as approved by the student's Committee. Students not having credit in a methods course in the academic field of specialization shall elect the undergraduate course in their minor field.

### 48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

## ELEMENTARY EDUCATION

Prerequisites: Education 66, 107, or 109, 169, 108, 182, or 183, or equivalent.

**508—Modern Curriculum Theory and Practice.** Four Hours.

See course description under Administration of Schools.

**516—The School Principal.** Four Hours.

See course description under Administration of Schools.

**526—Supervision of Instruction. Four Hours.**

See course description under Administration of Schools.

**530—Research in Reading. Four Hours.**

An advanced course for graduate students interested in individual and group research in methods, materials and procedures of instruction and in scientific remedial techniques. The Reading Clinic will offer opportunity for experimental work with atypical children.

**532—Measuring Results in Elementary Education. Four Hours.**

An introductory course intended for students with no previous training in statistics. No mathematical skill beyond elementary algebra is required. The major portion of the course is devoted to: consideration of the nature and sources of statistical data, the use of numbers, the principles of classification, and the construction and interpretation of tables and charts, and the criteria of good measuring devices.

**534—The Reading Conference. Two Hours.**

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures.

**536—Practicum in Reading. Four Hours.**

A laboratory course in the Reading Analysis Division consisting of analysis of extreme reading disabilities, case typing, prognosis, and recommended remedial procedures. Experience is provided in techniques, procedures, and the preparation of case reports. Individual Reading Clinic practice under supervision arranged by appointment.

**538—Seminar in Elementary Education. Two Hours.**

Required of all elementary education majors writing a thesis.

**574—The Psychology and Education of the Elementary School Child. Four Hours.**

This course deals with the mental, motor, social and emotional development of children of the elementary school age. The treatment stresses the application of developmental psychology to education and guidance. Child life is considered as a progressive development rather than as a mere succession of stages.

**576—Pre-School Education for School Entrance. Four Hours.**

Emphasis is upon problems connected with the development of the whole child. Case studies are made and materials and equipment for work and play are investigated. Activities are planned to develop readiness for school. Observation in the Demonstration School is required.

**578—Art in Child Development. Four Hours.**

Art is considered an integral part of child growth and is intimately related to the social studies curriculum of the elementary school. Opportunity is provided for creative aspects of learning and for the evaluation of experience.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**104A—The Reading Conference. Two Hours.**

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures.

**104B—The Reading Conference. Two Hours.**  
Continuation of 104A.

**108—Diagnostic and Remedial Reading. Four Hours.**

Emphasis in this course is placed on materials of instruction and the diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstrations by the instructor and reading and observation by students. Special emphasis is placed on practices suitable for typical class-room situations. A well-equipped laboratory with the finest instruments available is provided.

**109—The Teaching of Reading in the Upper Elementary Grades. Four Hours.**

The purpose of this course is to acquaint the student with current practices and materials of instruction on the upper grade level in the elementary school. Topics which receive consideration: present practices in teaching reading; the nature of reading; the reading process in the subject matter fields; weakness in school reading programs which are productive of failure; improvement of reading the school as a whole; special reading groups; oral and silent reading; the use of tests in the reading program.

**110—Clinical Procedures and Case Study Technique. Four Hours.**

This is a specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Students who enroll for this course will serve as clinical assistants in the administration of tests and in doing remedial work in the Reading Clinic.

Prerequisite: Education 108.

**116—Audio-Visual Education. Four Hours.**

Especially for those who are interested in getting acquainted with recent developments in the field of audio-visual machines; the general philosophy underlying audio-visual aids, and the practical application of these aids to modern teaching. This course will have as consultants the various agents of the State who are interested in this field.

**117—Methods and Materials in Children's Literature. Four Hours.**

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

143—Methods and Materials in the Elementary Grades. Four Hours.

The aim of this course is to study critically and fundamentally the methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields; language arts, social science, number relationships, handwriting and spelling. Observation of demonstration teaching will be made an integral part of the study of each field in the Demonstration School and in the Reading Clinic.

See also these courses listed under other headings: 510, 522, 540, 542, 592.

### ELEMENTARY EDUCATION COURSE PATTERN

#### CORE COURSES

EDUCATION 500—Educational Research. Two hours.

EDUCATION 502—Organization and Administration of Public Education. Two Hours.

EDUCATION 504—Foundations in American Education. Two Hours.

EDUCATION 506—Fundamentals of Guidance. Two Hours.

TOTAL—8 Hours.

#### CURRICULUM PRESCRIPTIONS

EDUCATION 508—Modern Curriculum Theory and Practice. Four Hours.

EDUCATION 530—Research in Reading. Four Hours.

EDUCATION 532—Measuring Results in Elementary Education. Four Hours.

EDUCATION 538—Seminar in Elementary Education. Two Hours.\*

EDUCATION 574—Psychology and Education of the Elementary School Child. Four Hours.

TOTAL—18 Hours.

FREE ELECTIVES—22 Hours.

Specific courses highly recommended:

EDUCATION 516—The School Principal. Four Hours.

EDUCATION 526—Supervision of Instruction. Four Hours.

EDUCATION 534—The Reading Conference. Two Hours.

EDUCATION 536—Practicum in Reading. Four Hours.

EDUCATION 576—Pre-School Education for School Entrance. Four Hours.

EDUCATION 578—Art in Child Development. Four Hours.

48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

\* Required of all elementary education majors writing a thesis.

(Undergraduate courses that may be taken for graduate credit are: 104, 108, 109, 110, 116, 117, 143.)



**ELEMENTARY SUPERVISORS COURSE PATTERN****CORE COURSES**

EDUCATION 500—Educational Research. Two hours.

EDUCATION 502—Organization and Administration of Public Education. Two Hours.

EDUCATION 504—Foundations in American Education. Two Hours.

EDUCATION 506—Fundamentals of Guidance. Two Hours.

TOTAL—8 Hours.

**CURRICULUM PRESCRIPTIONS**

EDUCATION 508—Modern Curriculum Theory and Practice. Four Hours.

EDUCATION 526—Supervision of Instruction. Four Hours.

EDUCATION 530—Research in Reading. Four Hours.

EDUCATION 532—Measuring Results in Elementary Education. Four Hours.

EDUCATION 538—Seminar in Elementary Education. Two Hours.\*

EDUCATION 574—Psychology and Education of the Elementary School Child. Four Hours.

EDUCATION 576—Pre-School Education for School Entrance. Four Hours.

TOTAL—26 Hours.

FREE ELECTIVES—14 Hours.

Specific courses highly recommended:

EDUCATION 516—The School Principal. Four Hours.

EDUCATION 534—The Reading Conference. Two Hours.

EDUCATION 536—Practicum in Reading.. Four Hours.

EDUCATION 578—Art in Child Development. Four Hours.

48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

\* Required of all elementary education majors writing a thesis.

(Undergraduate courses that may be taken for graduate credit are: 104, 108, 109, 110, 116, 117, 143.)

**HEALTH AND PHYSICAL EDUCATION**

540—Problems of Administration in Health, Physical Education, and Recreation. Four Hours.

Objectives, selection and care of equipment, school and community organizations, facilities, budget, and finance, educational publicity.

**542—Problems of Curriculum in Health and Physical Education.** Four Hours.

Fundamental bases and principles of curriculum construction, analysis of activities for teaching purposes, program planning.

**544—Foundations and Trends in Health and Physical Education.** Four Hours.

Functions and principles as determined by history, biology, and psychology.

**546—Advanced School Hygiene.** Four Hours.

(Prerequisite, adequate background in science.) Objectives, health service, plant and equipment, meeting community needs, utilizing community resources, health instruction.

**548—Seminar in Health and Physical Education.** Two Hours.

Discovery and recognition of problems, evaluation of problems and procedures, types and techniques of research.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**131—Sanitation.** Four Hours.

Problems of sanitation in the home and school; in food producing and handling, water supply, waste and excreta disposal.

**133w—Camp Counseling.** Two Hours.

**140—Community and Recreational Leadership.** Four Hours.

**142—Protozoology.** Four Hours.

Prerequisite: Biology 37, 38, and 39.

Two theory periods and two two-hour laboratory periods each week. A study of parasitic and free-living protozoa, life histories and anatomy of typical forms. The student is required to prepare permanent mount of protozoa.

**143—Comparative Anatomy.** Four Hours.

Prerequisite: Biology 37, 38, and 39.

Two theory periods and two two-hour laboratory periods each week. Comparative anatomy of chordates. The lower chordates through the dogfish will be studied in the laboratory.

**144—Comparative Anatomy.** Four Hours.

Prerequisite: Zoology 143.

Two theory periods and two two-hour laboratory periods each week. A continuation of Biology 143. Laboratory work devoted primarily to the study of the turtle and the cat.

**149—Physical Education in the Elementary School.** Four Hours.

**151m-w—Physical Education in the High School.** Four Hours.

**152—Physiology of Exercise.** Two Hours.

A study of the physiological changes which occur in the body during muscular activity.



**154—Health Education.** Four Hours.

Using community resources and community organization. Coordinating the school program with the community program. Special emphasis on materials and techniques for elementary schools.

**155—Health Education for High School Teachers.** Four Hours.

Materials and techniques for high school teachers of health. Conducting the school health program at the secondary level.

**167—Histology.** Four Hours.

Prerequisite: Health 136 (Anatomy) and preferably Biology 37, 38 and 39. Three lecture periods and one two-hour period each week. Microscopic anatomy for general students. Recommended for Hospital Technicians, Nurses and Biology majors.

**181m-w—Preventive and Corrective Physical Education.** Four Hours.**187—Theory of Teaching Swimming and Diving.** Two Hours.

Prerequisite: 144a or 144b.

**190—Organization and Administration of Physical Education.** Four Hours.**192—School Health.** Four Hours.

Organization and operation of a school health program.

**194—Tests and Measurements in Health and Physical Education.** Four Hours.

(Open to qualified seniors and graduates.) Test of health, fitness, strength, skills and abilities. Administration and interpretation.

**195—Coaching the Minor Sports.** Six Hours.

Coaching of tennis, golf, track and field, badminton, volleyball, gymnastics, boxing, wrestling.

**196—Marriage and Family Life.** Three Hours.

Physical and emotional basis for successful marriage and parenthood.

**198—Child and Adolescent Dynamics.** Three Hours.

Problems growing out of the emotional needs of the developing child; the parent's responsibility and the teacher's responsibility for meeting sex education.

**HEALTH AND PHYSICAL EDUCATION COURSE PATTERN**

Prerequisites: An undergraduate major or minor in health and/or physical education—thirty quarter hours or the equivalent.

**CORE COURSES**

**EDUCATION 500—Educational Research.** Two Hours.

**EDUCATION 502—Organization and Administration of Public Education.** Two Hours.

**EDUCATION 504—Foundations in American Education.** Two Hours.

**EDUCATION 506—Fundamentals of Guidance.** Two Hours.

**TOTAL—8 Hours.**

**CURRICULUM PRESCRIPTIONS**

EDUCATION 540—Problems of Administration in Health, Physical Education, and Recreation. Four Hours.

EDUCATION 542—Problems of Curriculum in Health and Physical Education. Four Hours.

EDUCATION 546—Advanced School Hygiene. Four Hours.

EDUCATION 548—Seminar in Health and Physical Education. Two Hours.

TOTAL—18 Hours.

FREE ELECTIVES—22 Hours.

**ALTERNATIVE PATTERN FOR HEALTH SOCIAL WORKERS****CORE COURSES**

Same as above. 8 Hours.

**CURRICULUM PRESCRIPTIONS**

EDUCATION 540 or 542.

EDUCATION 546.

EDUCATION 514 or 548.

Eight hours in mental hygiene, sociology, and guidance.

TOTAL—18 Hours.

FREE ELECTIVES—22 Hours.

**ENGLISH DIVISION**

560—The Temper of Classicism. Four Hours.

The first quarter undertakes to relate certain masterpieces of ancient and neo-classical literature to classical doctrines and principles under which they were written. Prerequisites: English 135 and History 175 or the equivalents.

562—The Romantic Mood. Four Hours.

The second quarter surveys both medieval and modern romanticism in the light of romantic interpretation of art and life. Prerequisites English 131 and English 136, and History 110, History 174, and History 176 or the equivalents.

564—The Realistic Temper. Four Hours.

The third quarter attempts to correlate the literature and philosophy of realism, naturalism, impressionism, and expressionism. Prerequisites English 110 and History 177 or the equivalents.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

131-132-133—Pre-Renaissance Tutorial. Four Hours each quarter  
All tutorial students begin the sequence with a survey of epic

---

and romance in western Europe. (History 110 if not taken previously should be taken concurrently.)

The second tutorial is a series of studies in medievalism.

The third tutorial is an introduction to the Renaissance. (History 176 if not taken previously should be taken concurrently.)

134-135-136—**Post-Renaissance Tutorial.** Four Hours each quarter.

The first course is a study of Puritanism. (History 175 if not taken previously should be taken concurrently.)

The second quarter takes up neo-classicism.

The third tutorial cuts across geographical lines to interpret revolutionary naturalism between the emergence of Rousseau (1794) and the death of Hegel (1831). Comparative reading in the literature of France, England, Germany, and America.

(The Pre-Renaissance Tutorial is a prerequisite.)

**SOCIAL STUDIES DIVISION****HISTORY****550—United States Foreign Relations. Four Hours.**

A problems course in American foreign relations, dealing with such problems as our relations with problem countries or areas, and the reason for recent revisions of our foreign policy.

**522—Problems in Southern History. Four Hours.**

A course dealing largely with research in Southern history. Students will be guided in study of particular problems they are interested in individually.

**554—Problems in Mississippi Government. Four Hours.**

A course dealing with governmental problems before the Legislature, and proposed changes in government and administration at all levels. Each student will be encouraged to analyze and evaluate the government of his own locality.

**556—English Constitutional History. Four Hours.**

A course in the development of English political institutions and governmental administration, and in the rise and growth of democracy in England, from Anglo-Saxon times to the establishment of the British Commonwealth of Nations. Not to be elected after History 190.

**558—Problems in Teaching the Social Studies. Four Hours.**

A course dealing with specific problems teachers enrolled bring in from the field. Students are encouraged to use the course for making detailed plans for later teaching in their teaching positions. Open only to students who have had History 125, and who have had teaching experience in the field.

**559—Seminar in History and/or Political Science. Four Hours.**

This is an individualized course in methods of research in history and/or political science, strongly recommended for all students doing extensive graduate work in history or political science. The course will cover the principal research procedures, sources of information, and standard methods of organizing and writing research papers. Each student will prepare an original research paper on some problem, and should have a topic or problem in mind before registering.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**128—Early American Foreign Relations. Four Hours.**

A survey of the foreign policy of the United States from the Revolution through the Civil War. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

**129—Recent American Foreign Relations. Four Hours.**

A continuation of History 128. Covers the period from 1865 to the present. Special emphasis is given to imperialism, the World War, the League of Nations, the World Court, and the United Nations as they affect the United States.

**174—Early English History** Four Hours.

A survey of ancient and medieval England with emphasis on customs, literature, and institutions. Especially recommended for English majors and for those who contemplate a study of law.

**175—Modern English History.** Four Hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

**176—Reformation and Revolution.** Four Hours.

An advanced course in European history covering generally the period from 1500 to 1815 with particular stress on the Lutheran revolt, the Counter-Reformation, the Religious Wars, the French Revolution, and the Napoleonic regime.

**177—Recent European History.** Four Hours.

A study of the period from 1918 to the present.

**179—Constitutional History of the United States.** Four Hours.

A study of the U. S. Constitution, of the documents, theories, and forces that led to its framing, and of the customs, interpretations, and amendments that have modified it since it was adopted.

**185—History of the Old South.** Four Hours.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

**190—English Constitutional History.** Four Hours.

A course in the development of English political institutions, and governmental administration, and in the rise and growth of democracy in England from Anglo-Saxon times to the establishment of the British Commonwealth of Nations.

## GEOGRAPHY

**147—Human Geography of the South.** Four Hours.

A study of the geographical, historical, economic, and social factors that have gone into the making of the South as we know it today. Also some estimate of economic changes that might better the situation, suggested in the light of findings by research experts and scientific experiment.

**150—Global Geography.** Four Hours.

A course for advanced students with or without previous geography training. A study of world geography and its significance in war and peace. Completely modern and up-to-date material used gives the latest viewpoint on geographic and human relationships to secure possible adjustments for world peace.

**160—Geographic Influences in American Development.** Four Hours.

Recommended for Social Studies majors. A study of the relation of geography to the exploration, settlement, and political, industrial, and social development of the United States.



**POLITICAL SCIENCE****135—American Municipal Government. Four Hours.**

A study of the principles and systems of municipal government, with special stress on the municipal revenue, the municipal budget, public safety, city planning, municipal politics, municipal indebtedness and the city as a problem in the government.

**157—International Organization. Four Hours.**

A study of the principles of co-operation among nations, and of the structure of some outstanding international organizations, such as the United Nations, International Labor Organization, and the League of Nations.

**185—International Law. Four Hours.**

Since the World War, an intimate bearing of international law upon the peace and prosperity of the world at large has been realized by the general public as well as by statesmen and scholars. Hence the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

**MUSIC****521, 522, 523—Analytical Technic. Two hours each quarter.**

A graduate course in the technic of harmonic and contrapuntal analysis.

**524, 525, 526—Pedagogy of Theory. Two hours each quarter.**

A course in the teaching of theory for the graduate student.

**527, 528, 529—Music Literature. Four hours each quarter.**

Advanced work in various fields of musical literature with special emphasis on the style-analysis and the performance of music of all periods by members of the class.

**530, 531, 532—The Psychology of Music. Two hours each quarter.**

This course is designed particularly for teachers and prospective teachers of music. Its aim is to present material from the science of psychology which leads to an understanding of individual differences in musical capacities and concomitant applications in teaching. As a basic course it deals with the fundamentals which are essential to an understanding of current psychological Tests and Measurements in Music.

**533, 534, 535—Graduate Seminar in Music Education. Two hours each quarter.**

The major for those registered for the Master's degree in Music Education. It is also open by permission to other graduate students who are interested in the teaching of music in the University, College, Conservatory or Public School.

This course reviews the current philosophy of education in this country, with special reference to the place of music in the curriculum. It also includes a review and criticism of Music Curricula, and an evaluation of the material and methods of the various types of music schools mentioned above.

In addition, the student will engage in a special study of some problem associated with that aspect of music teaching in which he is

---

most interested. The general work of this course is adaptable to the interest of all teachers of music; the special studies allow a concentration in the field of the student's major activity.

536, 537, 538—**Advanced History of Music.** Three hours each quarter.

Prerequisite: 73, 74, 75. A seminar course. The various fields of music are covered in detail by means of individual reports and papers from members of the class.

## REGISTER FOR 1947-48

Anderson, Ethel Cook	Hattiesburg, Miss.	Special
Bates, Bessie T.	Morgantown, Miss.	Special
Beard, Thelma Trugen	Hattiesburg, Miss.	Health & Phy. Ed.
Bethea, Glida	Hattiesburg, Miss.	Sec. Ed.
Bowlin, Hugh Lafayette	Hattiesburg, Miss.	Sch. Adm. & Sup.
Bridges, Lee Ora P.	Hattiesburg, Miss.	Elem. Ed.
Brister, Mrs. H. V.	Columbia, Miss.	Sch. Adm. & Sup.
Brooks, Fred L.	Meridian, Miss.	Sch. Adm. & Sup.
Brooks, Merritt H.	Jackson, Miss.	Health & Phy. Ed.
Bullard, Mrs. Robert L.	Hattiesburg, Miss.	Elem. Ed.
Burns, E. L.	Sebastopol, Miss.	Sch. Adm. & Sup.
Burns, Mrs. E. L.	Sebastopol, Miss.	Sch. Adm. & Sup.
Byrd, Vivian A.	Lumberton, Miss.	Sec. Ed.
Cagle, Rowena O.	Hattiesburg, Miss.	Elem. Ed.
Caldwell, Arthur H.	Richton, Miss.	Sch. Adm. & Sup.
Cameron, Helen Lenora	Hattiesburg, Miss.	Special
Carrozza, Falco Anthony	McKeesport, Pa.	Health & Phy. Ed.
Carter, Bonnie Lee	Richton, Miss.	Elem. Ed.
Clark, Helen B.	Seminary, Miss.	Elem. Ed.
Cleveland, Vera F.	Union, Miss.	Sec. Ed.
Cowart, Donivan S.	Purvis, Miss.	Sch. Adm. & Sup.
Daniel, George T.	Moselle, Miss.	Sch. Adm. & Sup.
Dennis, Harry Venner	Hattiesburg, Miss.	Health & Phy. Ed.
Dever, Sarah Elizabeth	Hattiesburg, Miss.	Sec. Ed.
Ellington, Bessie Shelley	Hattiesburg, Miss.	Sec. Ed.
Ellis, Ruth Hardy	Hattiesburg, Miss.	Special
Ellzey, Marjorie Harriet	Columbia, Miss.	Special
Eubanks, Malcolm Arthur	Lucedale, Miss.	Sch. Adm. & Sup.
Evans, James H.	Baxterville, Miss.	Sch. Adm. & Sup.
Fitzhugh, Paul T.	Harperville, Miss.	Sch. Adm. & Sup.
Forbes, Arthur B.	Foxworth, Miss.	Health & Phy. Ed.
Fortenberry, Ernest Walter	Monticello, Miss.	Sch. Adm. & Sup.
Fortenberry, Harlan E.	Tylertown, Miss.	Sch. Adm. & Sup.
Frye, Hattie S.	Hattiesburg, Miss.	Special
Garner, Walton T.	Hattiesburg, Miss.	Special
Gill, Jessie B.	Toomsaba, Miss.	Sch. Adm. & Sup.
Gilmore, Hubert D.	Philadelphia, Miss.	Sch. Adm. & Sup.
Golden, Mrs. W. W.	Hattiesburg, Miss.	Elem. Ed.
Granberry, Billie Ruth	Hattiesburg, Miss.	Health & Phy. Ed.
Harper, Stella Merle	Hattiesburg, Miss.	Special
Harrison, Arter	Forest, Miss.	Sec. Ed.
Harrison, Charles M.	Forest, Miss.	Sec. Ed.
Harrison, Joyce Green	Forest, Miss.	Special
Harrison, W. O.	Ellisville, Miss.	Sch. Adm. & Sup.
Hatch, P. E.	Hickory, Miss.	Sch. Adm. & Sup.
Hatcher, Lester Clay	Collinsville, Miss.	Sch. Adm. & Sup.
Hayes, Aline	Hattiesburg, Miss.	Elem. Ed.
Hensarling, Mack B.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Herrington, Bessie Mae	Heidelberg, Miss.	Elem. Ed.
Hill, Troy Pearson	Ellisville, Miss.	Sch. Adm. & Sup.
Hillman, Mary	Leakesville, Miss.	Elem. Ed.
Holcomb, Robert	Jackson, Miss.	Health & Phy. Ed.
Holmes, Homer F.	Kokomo, Miss.	Sch. Adm. & Sup.
Hudson, S. I.	Purvis, Miss.	Sch. Adm. & Sup.

Hudson, Trugen W.	Hattiesburg, Miss.	Elem. Ed.
Ishee, Vashti	Louin, Miss.	Health & Phy. Ed.
James, E. W.	Richton, Miss.	Sch. Adm. & Sup.
Johnson, Herchul V.	Bay Springs, Miss.	Health & Phy. Ed.
Keys, Charles H.	Collins, Miss.	Sch. Adm. & Sup.
King, Pearl Reeves	Hattiesburg, Miss.	Special
King, Thelma	Sumrall, Miss.	Elem. Ed.
Kinsey, Malcolm Burnam	Hattiesburg, Miss.	Sch. Adm. & Sup.
Knight, Orman	Richton, Miss.	Sec. Ed.
Knight, Tellie Odum	Laurel, Miss.	Elem. Ed.
Koen, Grace M.	Hattiesburg, Miss.	Elem. Ed.
Ladnier, Olender L.	Gulfport, Miss.	Sch. Adm. & Sup.
Lane, Lillie E.	Hattiesburg, Miss.	Elem. Ed.
Langford, Mrs. Leslie	Conehatta, Miss.	Sec. Ed.
Lea, Cecil F.	Hattiesburg, Miss.	Sec. Ed.
Lee, Grace Truman	Hattiesburg, Miss.	Elem. Ed.
Lee, Jason	Brooklyn, Miss.	Sch. Adm. & Sup.
Lee, Vivian Vashtia	Seminary, Miss.	Sec. Ed.
Lenoir, Florence Mary	Hattiesburg, Miss.	Elem. Ed.
Little, Myrtle	Mize, Miss.	Health & Phy. Ed.
Lott, Meda Elizabeth	Wiggins, Miss.	Sec. Ed.
McAlpin, E. G.	Little Rock, Miss.	Sch. Adm. & Sup.
McCandless, Beryl Foster	Hattiesburg, Miss.	Special
McCoy, Bessie Lee	Morton, Miss.	Special
McDaniel, Emma Lee	McHenry, Miss.	Sec. Ed.
McDonald, Bonnie Belle	Quitman, Miss.	Special
McDonald, Minnie Brewer	Hattiesburg, Miss.	Elem. Ed.
McLaurin, Edna Earle	State Line, Miss.	Elem. Ed.
McLaurin, Garland A.	State Line, Miss.	Sch. Adm. & Sup.
McLemore, Mary Ellen	Jackson, Miss.	Elem. Ed.
McLendon, Virgil M.	Quitman, Miss.	Sch. Adm. & Sup.
McNease, Dona Evelyn	Bassfield, Miss.	Special
McSwain, Gladys	Hattiesburg, Miss.	Elem. Ed.
McWilliams, Susie C.	Hattiesburg, Miss.	Sec. Ed.
Mangum, James E.	Mendenhall, Miss.	Health & Phy. Ed.
Mangum, Jeannette Harris	Purvis, Miss.	Sec. Ed.
Martin, Inda	Wiggins, Miss.	Sec. Ed.
Mayfield, John Spurgeon	Columbia, Miss.	Sch. Adm. & Sup.
Mercer, Bonnie L.	Progress, Miss.	Sch. Adm. & Sup.
Mercer, Velma Blissit	Progress, Miss.	Special
Milner, J. Dunston	Hattiesburg, Miss.	Health & Phy. Ed.
Moffett, Guy D.	Lucedale, Miss.	Sch. Adm. & Sup.
Mohler, Margaret S.	Laurel, Miss.	Special
Moody, H. T.	Laurel, Miss.	Sch. Adm. & Sup.
Moore, Elizabeth B.	Hattiesburg, Miss.	Health & Phy. Ed.
Morrison, Ernest B.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Murphey, Calmes Hood	Poplarville, Miss.	Sec. Ed.
Murphree, Thomas Beatty	Moselle, Miss.	Sch. Adm. & Sup.
Myrick, Sibyl	Stringer, Miss.	Elem. Ed.
Neal, Charles B.	Soso, Miss.	Sch. Adm. & Sup.
Newman, Florence B.	Hattiesburg, Miss.	Special
Noble, Lucille G.	Edwards, Miss.	Health & Phy. Ed.
Oden, Verna	Hattiesburg, Miss.	Sec. Ed.
Odum, Homer Clyde	New Augusta, Miss.	Sch. Adm. & Sup.
Olson, Ellen Marie	Lumberton, Miss.	Elem. Ed.
O'Neal, Dorothy E.	Saucier, Miss.	Elem. Ed.



Park, Richard A.	Hattiesburg, Miss.	Special
Parkman, Nancy Virginia	Clinton, Miss.	Elem. Ed.
Phillips, Otto	Hattiesburg, Miss.	Sch. Adm. & Sup.
Redding, Daisy	Hattiesburg, Miss.	Elem. Ed.
Richardson, Crafton B.	Mize, Miss.	Sch. Adm. & Sup.
Robertson, Exie Dee Smith	Hattiesburg, Miss.	Elem. Ed.
Rogers, Louis Leroy	Jackson, Miss.	Health & Phy. Ed.
Rogers, R. G.	Morgantown, Miss.	Sec. Ed.
Rogers, Sybil H.	Morgantown, Miss.	Sec. Ed.
Rutledge, John O.	Sandersville, Miss.	Sch. Adm. & Sup.
Rutledge, Mrs. John O.	Sandersville, Miss.	Elem. Ed.
Saetre, Alma Myers	Hattiesburg, Miss.	Elem. Ed.
Saxon, Audrey H.	Waynesboro, Miss.	Elem. Ed.
Schwartz, Madelon M.	Saucier, Miss.	Sec. Ed.
Shoemake, Robert Ellis	New Augusta, Miss.	Sch. Adm. & Sup.
Sigler, Mrs. C. M.	Hattiesburg, Miss.	Special
Simmons, Lester Lee	Brookhaven, Miss.	Sch. Adm. & Sup.
Simmons, Lycurgus W.	Johnston Station, Miss.	Sch. Adm. & Sup.
Simmons, W. M.	Little Rock, Miss.	Sch. Adm. & Sup.
Sims, Sawyer S.	Hattiesburg, Miss.	Health & Phy. Ed.
Smith, Archie P., Jr.	Monticello, Miss.	Sch. Adm. & Sup.
Smith, L. F.	Lucien, Miss.	Sch. Adm. & Sup.
Snowden, Marshall Allen	Sumrall, Miss.	Sch. Adm. & Sup.
Stapleton, Esther B.	Hattiesburg, Miss.	Special
Swett, Ethel Emma	Brookhaven, Miss.	Elem. Ed.
Switzer, J. R.	Hattiesburg, Miss.	Special
Tatum, Sarah	Hattiesburg, Miss.	Special
Thagard, Oliver Boggs	Petal, Miss.	Special
Thomas, Harry M.	Hattiesburg, Miss.	Sec. Ed.
Thomas, Mattie	Heidelberg, Miss.	Elem. Ed.
Thurston, Eric L.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Trussell, Sallye Lou	Hattiesburg, Miss.	Sec. Ed.
Turner, Emmie Smith	Hattiesburg, Miss.	Elem. Ed.
Valentine, B. F.	Soso, Miss.	Sch. Adm. & Sup.
Wade, Mary M.	Seminary, Miss.	Elem. Ed.
Walker, Wilma	Mendenhall, Miss.	Elem. Ed.
Walley, Bertha Lee	Tailorsville, Miss.	Elem. Ed.
Ward, Elwyn M.	Hattiesburg, Miss.	Health & Phy. Ed.
Ward, Jimaree A.	Hattiesburg, Miss.	Sec. Ed.
Ward, T. C.	Collins, Miss.	Sch. Adm. & Sup.
Waters, James Melvin	Benton, Miss.	Health & Phy. Ed.
Webb, John H.	Columbia, Miss.	Sch. Adm. & Sup.
White, Garland	Brookhaven, Miss.	Sch. Adm. & Sup.
Williamson, Charles K.	Columbia, Miss.	Sch. Adm. & Sup.
Winstead, R. L.	Pelahatchie, Miss.	Sch. Adm. & Sup.
Woolum, Daphne Sharpe	Hattiesburg, Miss.	Sec. Ed.





